

# Start of the Academic Year 2012-2013

## New Cycle Program Learning Outcomes Plan Template

Please use this form as you begin your planning cycle for the up-coming Academic Year. You will want to connect this work to the plan from the prior year and the long-term plan for your program. Please only fill out the sections relevant to your program. You do not have to fill out all sections of this form.

Please return by **October 1<sup>st</sup>** to Jessica King: [jking84@valenciacollege.edu](mailto:jking84@valenciacollege.edu)

Please send questions to Laura Blasi, Director, Institutional Assessment [lblasi@valenciacollege.edu](mailto:lblasi@valenciacollege.edu)

**How this relates to your Program Improvement Plan:** This “new cycle template” is where you and your colleagues describe the next phase of your plan to be accomplished in the 2012-2013 Academic Year. Use this template to describe what you plan to do to implement the plan for improvements (identified in spring of 2012) over this upcoming year and write out the next program outcome you and your colleagues will assess and your plan for accomplishing this over the next year.

*Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:*

**1. What is your program name? Sociology**

**2. Does this academic year’s improvement plan (2012-2013) build on your work from last year (2011-2012)? If so, how... (1-2 sentences)**

It is an extension of the worksheet completed in May and includes what we want to continue to work on.

Planning Team Leader(s) <sup>1</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Mark Guillette	Osecola			
Planning Team Members <sup>2</sup>	Campus	E-mail Address	Phone Extension	Mail Code
Nicole Royer	West			
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<sup>1</sup> Planning Team Leaders assume the responsibility for coordinating activities associated with the expectations for the design, approval and implementation of Assessment Plans.

<sup>2</sup> Planning Team membership, whenever possible, should reflect the ***Principles for selection of members for assessment plan work teams***. For faculty teams the principles include: College-wide representation where possible; Full-time faculty from the respective program / discipline (tenured, tenure track, and non-tenure earning 4 / 8 / 10 month faculty); Adjunct faculty when an adequate number of full-time faculty do not teach in the program / discipline; Faculty from both disciplines or programs when an outcome is assessed in two programs or a program other than the primary discipline. For plans developed in Student Affairs planning teams should include the following: College-wide representation where possible; Staff from the targeted program area; Part-time Student Affairs professionals when an adequate number of full-time staff do not work in the targeted program area; Faculty / staff from other program / discipline areas working on the same or similar outcomes; Student representation when possible.

# Learning Outcomes and Performance Indicators

<b>Academic Program / Discipline Area (for General Education) or Co-Curricular Program Area:</b> Sociology	
<b>Major finding from last year and related change, if any:</b> We are continuing our work from last year.	
<b>Services needed as a result of the finding (Student Learning Support, Faculty Development, etc.):</b> NA	
<b>Targeted Program Learning Outcome(s) (PLOs) for this year:</b> Consistant with the The Association of American Colleges and Universities Essential Learning Outcomes” our plan to understand how critical thinking is being adapted by students fits with the “Intellectual and Practical Skills” section.	<b>Targeted Course(s), Co-Curricular Program or Student Activity associated with the Academic Program:</b>  Introduction to Sociology courses
<b>Is this a different outcome from the one reported last year? (yes /no)</b>  No	
<b>Does this assessment for this year apply to more than one PLO? (yes /no)</b> No	
<b>National Standard(s):</b> This fits with the “Intellectual and Practical Skills” section.  (This could be specific to your field or focused on overall undergraduate competencies from a national organization. Contact Laura Blasi for examples / ideas. lblasi@valenciacollege.edu)	<b>Targeted Outcome(s) within the Course(s), Co-Curricular Program or Student Activity identified above:</b>
<b>Performance Indicators for the Program Learning Outcome(s) selected:</b> Ability to critically assess social issues using basic scenarios presented in a written format.	<b>Performance Indicators for Outcome(s) within the Course(s), Co-Curricular Program or Student Activity selected:</b>
<b>Prediction</b> (Given what you know about your students, how you expect them to perform? What do you expect to see? You will be able to compare your beliefs to the results that you receive at the end of this assessment cycle) We expect that, when given a scenario, that students will be able to articulate multiple perspectives on the scenario, thus applying their sociological imagination and developing deeper critical thinking skills.	

<p><b>Common Assessment</b> – What assessment method (written assignment, speech, test, etc.) will you use to assess student ability related to the program / course outcome(s) selected: We will use a written assignment and short case study for the students to respond to.</p>
<p><b>Description of the Proposed Common Assessment</b> – Common assessments should be designed to ensure a balance between (1) the need for a consistency within the program in order to ensure comparable student artifacts and (2) the need for reasonable flexibility in order to encourage faculty judgment in the design and delivery of learning activities:</p>
<p><b>What is the approximate number of students that you expect to assess? (Please indicate “Do not know at this time” if that is the case) 90-120</b></p>

## Implementation Process

### Planning for Communication and the Collection of Student Artifacts / Data

<p>1. <b>When will faculty seek or receive feedback on the design of the assessment, the rubrics, etc.?</b> In the fall semester.</p>
<p>2. <b>How will student artifacts or data associated with student performance be collected?</b> Through short written responses from the students.</p>
<p>3. <b>If student artifacts are to be collected based on a sample of students, what characteristics should the sample include?</b> NA</p>

<p><b>4. What information needs to be communicated to students concerning the assessment process?</b>  <b>Just that we are trying to understand what works for their learning and that this assignment will help us better the class.</b></p>
<p><b>5. How will information about faculty / staff participation in the assessment project be communicated?</b>  Via email.</p>
<p><b>6. Who will be responsible for coordinating the collection of student artifacts / data?</b>  All three of us.</p>
<p><b>7. At what point in the academic year / semester will the student artifacts/ data be collected?</b>  During the fall semester.</p>

**Evaluation of Student Artifacts and Analysis of Results: Understanding and Acting on the Impact of the Program (Program Level Assessment)**

<p><b>8. When will student artifacts be assessed / evaluated?</b>  In the spring semester</p>
<p><b>9. What is the expectation (if any) for student reflection / self-assessment (etc.) as part of this assessment?</b>  <b>NA</b></p>
<p><b>10. Which faculty or staff from the program/discipline will evaluate student artifacts?</b>  All three of us.</p>
<p><b>11. What training / preparation / information will faculty or staff need in order adequately assess / evaluate the student artifacts collected?</b>  NA</p>
<p><b>12. When will the results / data associated with the assessment plan be analyzed?</b>  In the spring semester.</p>
<p><b>13. What training / preparation / information will faculty or staff need in order to analyze the results data associated with this assessment plan? *</b>  NA</p>
<p><b>14. Does this assessment relate to your assessment from last year (if so how...)? How is this assessment connected to your improvement plan?</b>  <b>It is an extension of our critical thinking plan.</b></p>
<p><b>15. What additional sources of data might allow faculty / staff to better understand and act on the results of this assessment plan?</b>  NA</p>

16. In order to ensure curricular and programmatic alignment, who else should be included in this conversation (e.g., General Education faculty)?

NA

## Approval / Implementation Process

Activities Associated with the Approval / Implementation of Assessment Plans	Person Responsible	Target Completion Date	Actual Completion Date
Creation of case studies	Mark Guillette	Done	
Dispersing case studies	All	4/15/12	
Analysis of case studies	All	5/4/12	
<p><b>For thought (you do not need to answer...)</b></p> <ul style="list-style-type: none"> <li>• <i>Will current voter eligibility lists for the curriculum be used for any voting?</i></li> <li>• <i>Will you have a group enroll in a related assessment methods workshop for credit or schedule your own sometime during the term? (See: <a href="http://valenciacollege.edu/faculty/development/coursesearch.cfm">http://valenciacollege.edu/faculty/development/coursesearch.cfm</a>)</i></li> <li>• <i>For A.S. programs – how does the 10/30/12 Viability meeting fit with your work?</i></li> </ul>			

## Dean / Director Support

The Dean(s) / Directors (for Librarians, Counselors) responsible for supporting and promoting the work necessary for the implementation of the Assessment Plan need to indicate their support for the plan.

Dean / Director East / Winter Park Campus	Signature
Dean / Director Osceola / Lake Nona Campus	Signature
Dean / Director West Campus	Signature

# Sign In Sheet for Related Meetings

Name	Dept.	Date	Event